



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 12051520
SAU: MSAD 11
School: Teresa C Hamlin Elem School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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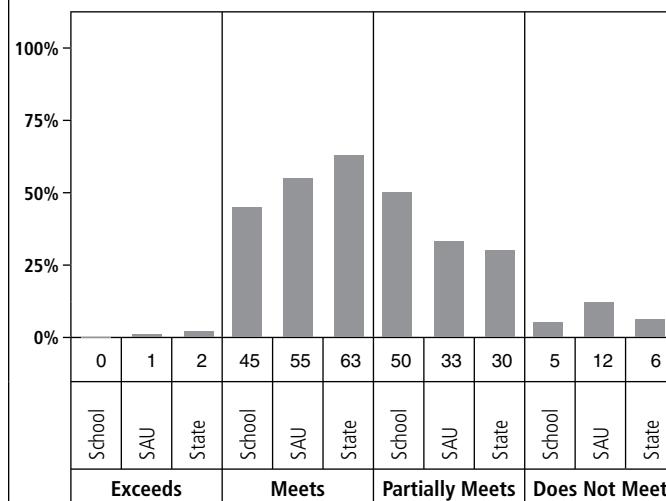
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 11
School: Teresa C Hamlin Elem School

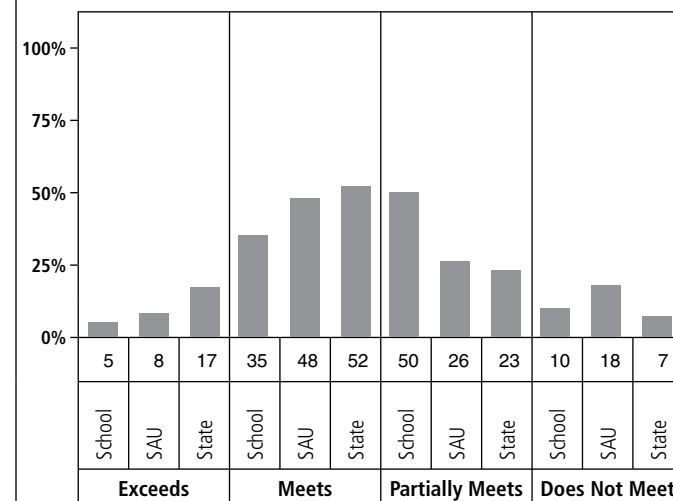
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	343	345
2007–2008	341	344	344
2008–2009	342	343	345
Cum. Avg.*	343	343	345
Mathematics			
2006–2007	338	342	347
2007–2008	343	346	347
2008–2009	338	342	348
Cum. Avg.*	340	343	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: MSAD 11
School: Teresa C Hamlin Elem School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	22	100	171	100	13763	100	21	100	170	100	13691	100	21	100	170	100	13691	100						
Ethnicity African American/Black	0	0	4	2	416	3	0	0	4	100	412	99	0	0	4	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	1	1	232	2	0	0	1	100	226	97	0	0	1	100	227	98						
Hispanic	0	0	1	1	167	1	0	0	1	100	164	98	0	0	1	100	164	98						
Caucasian/White	22	100	165	96	12846	93	21	100	164	100	12788	100	21	100	164	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	32	36	21	2414	18	6	100	35	100	2388	100	6	100	35	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	14	64	84	49	5887	43	13	100	83	100	5847	100	13	100	83	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	12	55	107	63	10316	75	12	55	110	64	10355	75						
Identified disability (PET/IEP)	1	8	3	3	437	4	1	8	4	4	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	1	8	2	2	83	1	1	8	2	2	83	1						
Participation with accommodations	8	36	59	35	3179	23	8	36	55	32	3152	23						
Identified disability (PET/IEP)	4	50	28	47	1757	55	4	50	26	47	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	2	3	63	2	0	0	2	4	64	2						
Other	4	50	30	51	1192	37	4	50	28	51	1157	37						
Participation through alternate assessment (PAAP)	1	5	4	2	194	1	1	5	5	3	184	1						
Identified disability (PET/IEP)	1	100	4	100	194	100	1	100	5	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	1	5	1	1	19	0	1	5	1	1	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 11
School: Teresa C Hamlin Elem School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	1	1	332	2
	2007-2008	0	0	3	2	227	2
	2008-2009	0	0	1	1	262	2
	Cum. Total*	0	0	5	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	11	73	80	56	8691	63
	2007-2008	8	53	82	62	8403	62
	2008-2009	9	45	91	55	8500	63
	Cum. Total*	28	56	253	57	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	4	27	49	34	3781	27
	2007-2008	5	33	41	31	4018	30
	2008-2009	10	50	54	33	3985	30
	Cum. Total*	19	38	144	33	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	13	9	1021	7
	2007-2008	2	13	7	5	938	7
	2008-2009	1	5	20	12	748	6
	Cum. Total*	3	6	40	9	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	26.2	57.0	26.6	57.8	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	18.8	58.8	18.7	58.4	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.4	52.9	7.9	56.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 11
 School: Teresa C Hamlin Elem School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	20	0	0	9	45	10	50	1	5	342	166	1	55	33	12	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										4						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										1						222	4	63	25	8	345
Hispanic	0										1						162	0	51	38	10	342
Caucasian/White	20	0	0	9	45	10	50	1	5	342	160	1	56	31	13	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	4	80	0	0	340	31	0	26	42	32	337	2194	0	32	50	18	338
No	15	0	0	8	53	6	40	1	7	343	135	1	61	30	7	344	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	20	0	0	9	45	10	50	1	5	342	166	1	55	33	12	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	13	0	0	4	31	8	62	1	8	340	81	0	40	41	20	340	5721	1	52	39	9	342
No	7	0	0	5	71	2	29	0	0	346	85	1	69	25	5	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	20	0	0	9	45	10	50	1	5	342	166	1	55	33	12	343	13489	2	63	30	6	345
Gender																						
Female	9	0	0	4	44	4	44	1	11	342	86	1	60	30	8	344	6568	3	67	26	4	346
Male	11	0	0	5	45	6	55	0	0	342	80	0	49	35	16	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	3	60	0	0	340	30	0	30	37	33	337	2300	0	39	49	11	340
No	15	0	0	7	47	7	47	1	7	343	136	1	60	32	7	344	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	20	0	0	9	45	10	50	1	5	342	166	1	55	33	12	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 11
School: Teresa C Hamlin Elem School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										6	0	44	44	11	340	5	1	44	39	16	340
B. less than one hour	85	0	0	9	53	8	47	0	0	343	69	0	64	28	8	344	80	2	66	28	4	345
C. one to two hours	5	0	0	0	0	1	100	0	0	340	19	3	47	37	13	343	13	2	61	32	6	344
D. more than two hours	10	0	0	0	0	1	50	1	50	335	6	0	10	40	50	334	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	45	0	0	6	67	3	33	0	0	345	45	0	62	27	11	344	47	3	68	24	4	346
B. good	40	0	0	3	38	4	50	1	13	341	45	1	60	26	12	343	41	1	62	31	5	344
C. fair	15	0	0	0	0	3	100	0	0	337	7	0	18	73	9	339	9	0	51	41	8	342
D. poor	0										3	0	0	60	40	333	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	0	0	3	43	4	57	0	0	343	32	0	54	31	15	343	31	3	63	28	6	345
B. They match some of what I have learned.	45	0	0	6	67	2	22	1	11	344	44	0	68	25	7	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	15	0	0	0	0	3	100	0	0	337	18	3	38	48	10	341	14	1	53	39	7	342
D. There is no match.	5	0	0	0	0	1	100	0	0	338	6	0	33	33	33	338	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	1	25	3	75	0	0	340	23	0	37	42	21	339	18	1	50	38	11	342
B. about the same as my regular schoolwork	40	0	0	5	63	3	38	0	0	345	48	1	62	27	10	344	57	2	68	26	3	346
C. easier than my regular schoolwork	40	0	0	3	38	4	50	1	13	341	29	0	60	32	9	343	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	20	0	0	1	25	3	75	0	0	340	22	0	31	47	22	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	35	0	0	4	57	3	43	0	0	342	42	0	63	28	9	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	45	0	0	4	44	4	44	1	11	343	36	2	62	26	10	345	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	1	33	2	67	0	0	338	16	0	58	31	12	342	22	3	67	25	4	346
B. 20 minutes to an hour	60	0	0	7	58	5	42	0	0	344	63	1	59	29	11	344	46	2	68	26	4	346
C. less than 20 minutes	20	0	0	1	25	2	50	1	25	340	10	0	44	38	19	341	18	1	56	36	8	343
D. I rarely read at home.	5	0	0	0	0	1	100	0	0	340	11	0	44	39	17	340	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	10	0	0	1	50	1	50	0	0	341	20	0	42	36	21	340	29	1	56	36	7	343
B. six to ten pages	10	0	0	0	0	2	100	0	0	338	22	3	58	33	6	344	21	2	62	31	5	344
C. eleven or more pages	80	0	0	8	50	7	44	1	6	343	57	0	60	28	12	343	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										56	0	20	60	20	337						
B.	0										11	0	0	100	0	340						
C.	100	0	0	0	0	1	100	0	0	334	22	0	50	50	0	341						
D.	0										11	0	0	0	100	328						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 11
School: Teresa C Hamlin Elem School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	0	0	12	8	1985	14
	2007-2008	2	13	13	10	2277	17
	2008-2009	1	5	14	8	2328	17
	Cum. Total*	3	6	39	9	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	6	40	63	44	6990	51
	2007-2008	8	53	77	57	6764	50
	2008-2009	7	35	79	48	7045	52
	Cum. Total*	21	42	219	50	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	6	40	51	36	3673	27
	2007-2008	3	20	38	28	3504	26
	2008-2009	10	50	43	26	3137	23
	Cum. Total*	19	38	132	30	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	3	20	17	12	1193	9
	2007-2008	2	13	6	4	1044	8
	2008-2009	2	10	29	18	997	7
	Cum. Total*	7	14	52	12	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	24.6	51.3	27.5	57.3	31.5	65.6
A. Number	20	42	10.2	51.0	11.4	57.0	12.8	64.0
B. Data	8	17	5.2	65.0	5.4	67.5	6.1	76.3
C. Geometry	8	17	4.4	55.0	4.5	56.3	5.5	68.8
D. Algebra	12	25	4.8	40.0	6.2	51.7	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 11
 School: Teresa C Hamlin Elem School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	20	1	5	7	35	10	50	2	10	338	165	8	48	26	18	342	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										3						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										1						223	25	45	24	7	350
Hispanic	0										1						162	6	44	35	15	341
Caucasian/White	20	1	5	7	35	10	50	2	10	338	160	9	48	26	18	342	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	2	40	1	20	334	30	3	27	23	47	330	2204	6	36	36	22	338
No	15	1	7	5	33	8	53	1	7	339	135	10	53	27	11	344	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	20	1	5	7	35	10	50	2	10	338	165	8	48	26	18	342	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	13	0	0	4	31	7	54	2	15	335	80	4	41	31	24	337	5727	10	48	31	12	343
No	7	1	14	3	43	3	43	0	0	342	85	13	54	21	12	346	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	20	1	5	7	35	10	50	2	10	338	165	8	48	26	18	342	13501	17	52	23	7	348
Gender																						
Female	9	1	11	1	11	5	56	2	22	334	86	9	45	29	16	342	6568	16	52	24	8	348
Male	11	0	0	6	55	5	45	0	0	340	79	8	51	23	19	341	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	5	100	0	0	334	30	0	30	37	33	333	2300	4	43	39	14	340
No	15	1	7	7	47	5	33	2	13	339	135	10	52	24	14	344	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	20	1	5	7	35	10	50	2	10	338	165	8	48	26	18	342	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 11
 School: Teresa C Hamlin Elem School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 85 5 10	 1 0 0	 6 0 0	 6 0 1	 35 0 50	 9 1 0	 53 100 0	 1 0 1	 6 0 50	 339 328 330	 6 69 19 6	 0 11 7 0	 22 48 63 20	 44 31 10 10	 33 10 20 70	 333 344 343 325	 5 80 13 3	 9 19 16 6	 38 54 51 31	 32 22 24 39	 21 5 9 24	 340 349 347 337
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	25 55 15 5	 0 1 0 0	 0 9 0 0	 3 3 1 0	 60 27 33 0	 0 7 2 1	 0 64 67 100	 2 0 0 0	 40 0 0 0	 336 340 335 328	 39 46 10 5	 10 8 6 0	 54 49 29 25	 16 31 47 25	 21 12 18 50	 343 342 338 329	 40 45 12 3	 25 14 7 3	 51 56 49 35	 17 24 34 43	 7 6 10 20	 351 348 343 337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 50 20 0	 0 1 0 0	 0 10 0 0	 4 3 0 0	 67 30 0 0	 2 5 3 0	 33 50 75 0	 0 1 1 0	 0 10 25 0	 342 338 328 328	 34 43 16 8	 11 10 0 0	 50 53 40 23	 26 24 44 8	 13 13 16 69	 344 344 339 325	 38 45 12 5	 23 16 10 5	 52 56 45 35	 19 22 33 38	 5 6 12 22	 351 348 343 338
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	25 60 15	 0 1 0	 0 8 0	 0 6 1	 0 50 33	 5 5 0	 100 42 0	 0 0 2	 0 0 67	 332 342 329	 20 60 20	 3 9 12	 33 52 55	 36 27 12	 27 12 21	 335 343 345	 17 59 24	 8 19 20	 45 55 51	 34 21 21	 13 5 8	 342 350 349
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	10 5 0 85	 0 0 0 1	 0 0 0 6	 0 0 0 7	 0 0 0 41	 1 1 1 8	 50 100 0 47	 1 0 0 1	 50 0 0 6	 328 334 334 339	 18 26 34 22	 0 2 19 3	 21 46 66 49	 29 29 11 40	 50 22 4 9	 329 339 352 340	 15 29 32 25	 8 16 21 21	 41 54 55 53	 35 23 19 20	 15 6 5 6	 341 348 350 350
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	10 25 55 10	 0 0 1 0	 0 0 9 0	 0 3 3 1	 0 60 27 50	 0 2 7 1	 0 40 64 50	 2 0 0 0	 100 0 0 0	 320 341 339 340	 8 16 31 44	 0 0 6 14	 23 58 44 51	 46 19 42 15	 31 23 8 20	 333 337 342 344	 6 12 26 56	 6 15 20 18	 33 55 56 52	 39 22 19 23	 23 8 5 7	 337 348 350 348
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	40 45 15 0	 0 1 0 0	 0 11 0 0	 3 2 2 2	 38 22 67 0	 4 5 1 0	 50 56 33 0	 1 1 0 0	 13 11 0 0	 337 336 343 343	 34 24 24 19	 2 13 16 7	 46 38 61 43	 33 33 16 20	 19 15 8 30	 339 340 350 339	 37 27 19 18	 14 20 22 15	 51 55 53 51	 27 19 19 26	 9 6 6 8	 346 350 350 347
Optional school/SAU question A. B. C. D.	0 0 100 0	 0	 0	 0	 0	 1	 100	 0	 0	 328 328	 56 11 22 11	 0 100 0 0	 20 0 50 0	 40 0 50 0	 40 0 0 100	 333 362 340 316						